KyCL Grant Highlights

DUE 12.18.2024 by 4:00 PM

PURPOSE

The purpose of the Kentucky Comprehensive Literacy (KyCL) grant is to provide competitive grant funds to support public and state schools and participating early childhood partners to improve oral language, increase readiness for school, strengthen transitions between levels and improve reading and writing instruction and student literacy outcomes.

*Note: Must apply as a "feeder system" which means entire district, plus 7 early childhood partners

GOALS

1. Provide equitable access to Tier 1 reading HQIRs for early childhood, elementary, middle, and high school students in Kentucky based on the science of reading.
2. Improve reading instruction by providing CBPL to all reading instructional staff that is sustained, aligned to the HQIR, and job-embedded for the effective implementation of the HQIR.

ACTION STEPS

Review- Action Steps for Districts

1. Read the entire RFA carefully.

2. Newly created or existing District Literacy Leadership Team (DLLT) should use the Curriculum Implementation Framework to assess implementation of the current HQIR(s) and make plans for needed HQIR(s) and should also utilize the *Kentucky Literacy Framework* on the Literacy Plan Resources webpage to evaluate systemwide literacy protocols.

3. The District Literacy Leadership Team should use the information gathered to design a plan for supporting an existing HQIR or purchasing a new HQIR.
   a. Select and budget for Level 1 Grant Activities for all age bands.
   b. Select and budget for Level 2 Grant Activities (optional)- if funds are available.

4. Districts should plan for 2-to-4 years of curriculum-based professional learning (CBPL) and choose the PL providers that meet local needs.
   a. Contact an approved professional learning provider to get anticipated costs and available days/times for the CBPL and any HQPL selected. (RIVET Education Professional Learning Partner Guide or EPIC)

Kentucky Department of
EDUCATION

FUNDING

- Grant funding is based on district size (Boone = Large); Total grant funding = $1,560,000
- Over the course of the grant, these funding percentages must be followed:
  - 16% -> Birth - Age 5 (249,600)
  - 42% -> Elementary (655,200)
  - 42% -> Secondary (655,200)

Year 1** 7/1/25* – 9/30/25	Year 2 10/1/25* – 9/30/26	Year 3 10/1/26* – 9/30/27	Year 4 10/1/27* – 9/30/28	Year 5 10/1/28* – 9/30/29	Award Total
312,000	312,000	312,000	312,000	312,000	**1,560,000**

*Date the district receives funds
**Funding will be available until September 30, 2026

GRANT ACTIVITIES

Birth to Age 5 Activities
Level One Activities (All Required):
- Purchase an evidence-based, high-quality, comprehensive Pre-K reading program, including a supplemental curriculum for foundational reading, if needed.
- Purchase vendor-provided CBPL to support implementation of the HQIR (2-to 4-year plan required). Vendor-provided coaching support can also be purchased.
  - PL must be sustained, job-embedded, and aligned to the specific resource to ensure maximum impact for educators and students.
- Evaluate readiness for kindergarten utilizing the Brigance screener and 4-year-old oral language screener designated by the grant.

Level Two Activities (Optional)-Additional Supports for Students and Family Engagement:
- Purchase HQPL on the science of reading, to build knowledge in understanding the cognitive processes and skills involved in learning how to read.
- Purchase literacy libraries for classrooms and homes.
- Support effective transitions from preschool to kindergarten.

Provide literacy training and support engagement for families.

Kindergarten to Grade 5 Activities
Level One Activities (All Required):
- Purchase an evidence-based, high-quality, comprehensive reading program including a supplemental curriculum for foundational reading, if needed.
- Purchase vendor-provided CBPL to support implementation of the HQIR (2-to-4-year plan required). Vendor-provided coaching support can also be purchased.
  - PL must be sustained, job-embedded, and aligned to the specific resource to ensure maximum impact for educators and students.
- Evaluate progress with a universal screener, diagnostic assessments, and Kentucky Summative Assessment (KSA) reading data.

Level Two Activities (Optional)-Additional Supports for Students and Family Engagement:
- Purchase KDE-approved universal screeners and reading diagnostic assessments, if needed.
- Purchase vendor-provided CBPL on the KDE-approved universal screener and reading diagnostic assessment that addresses the following components.
  - How to properly administer the approved universal screener and reading diagnostic assessment.
  - How to interpret the results of the reading diagnostic assessment to identify students needing interventions.
  - How to use the assessment results to design instruction and interventions.
  - How to use the assessment to monitor the progress of student performance.

- How to use accelerated, intensive, and direct instruction that addresses students' individual differences and enables students to achieve proficiency in reading.
  - Purchase high-quality, explicit, and systematic writing HQIRs.
  - Purchase vendor-provided CBPL to ensure successful implementation of the purchased writing HQIRs. Vendor-provided coaching can also be purchased.
  - Provide instructional resource support and CBPL for tiered instruction following the Kentucky MTSS framework.
  - Purchase HQPL on the science of reading to build knowledge in understanding the cognitive processes and skills involved in learning how to read.
  - Support effective transitions from elementary to middle school.
  - Provide literacy training and support engagement for families.

Grade 6 to 12 Activities

Level One Activities (All Required):
- Purchase an HQIR for ELA.
- Purchase vendor-provided CBPL to support the implementation of high-quality reading resources (2-to-4-year plan required). Vendor-provided coaching can also be purchased.
  - PL must be sustained, job-embedded, and aligned to the specific resource to ensure maximum impact for educators and students.
- Evaluate progress with universal screener, diagnostic assessments, and Kentucky Summative Assessment (KSA) reading data.

Level Two Activities (Optional)-Additional Supports for Students and Family Engagement:
- Purchase universal screeners following available KDE guidance and reading diagnostic assessments, if needed.
- Purchase vendor-provided CBPL for selected universal screener and reading diagnostic assessments that address the following components.
  - How to properly administer the approved universal screener and reading diagnostic assessment.
  - How to interpret the results of the reading diagnostic assessment to identify students needing interventions.
  - How to use the assessment results to design instruction and interventions.
  - How to use the assessment to monitor the progress of student performance.
  - How to use accelerated, intensive, and direct instruction that addresses students' individual differences and enables students to achieve proficiency in reading.
- Purchase high-quality, explicit, and systematic writing HQIRs.
- Purchase vendor-based CBPL to ensure successful implementation of the purchased writing HQIRs. Vendor-based coaching can also be purchased.
- Provide instructional resource support and CBPL for tiered instruction following the Kentucky MTSS framework.
- Purchase HQPL for the science of reading training to build knowledge in understanding the cognitive processes and skills involved in learning how to read for literacy staff and administrators to support implementation.
- Support effective transitions from middle school to high school.
- Provide literacy training and support engagement for families.